DOCUMENT RESUME

ED 087 291 HE 005 086

AUTHOR Siroky, Frank R.
TITLE The Need for External Degree Programs in California. Report No. 6 - Planning Data for California State University, Sacramento.
INSTITUTION California State Univ. and Colleges, Rohnert Park. Commission on External Degree Programs.
SPONS AGENCY EXXON Education Foundation, New York, N.Y.
PUB DATE 1 Sep 73
NOTE 35p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Educational Improvement; *Educational Innovation; *External Degree Programs; *Higher Education; *Special Degree Programs; *University Extension
IDENTIFIERS *California State University; Sacramento

ABSTRACT

It is estimated that 2,715 individuals in the area served by California State University, Sacramento are interested, educationally qualified, and willing to pay the fees for enrollment in External Degree programs. Those interested in external degree programs have a mean age of 33, are predominantly male, married, and employed full-time in professional or mangerial positions. It is evident that external degree programs attract a more mature, better-educated, self-reliant, and professionally more responsible student body than typical on-campus day programs. Convenience of time is the major reason for wanting to study in an external degree program. Second was the belief that family or personal needs would be met better, and third, the perceived relevance of external programs to job or work situations. Some of the major personal reasons for returning to an external degree program was the development of new skills and knowledges. The second most important reason was to prepare for a new vocation or job, and third, self-enrichment. Practical considerations weigh heavily in the choice of external degree programs as well as in the kinds of programs or majors one might anticipate selecting under this model of instruction. (Author/PG)

ED 087291

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

THE COMMISSION ON EXTERNAL DEGREE PROGRAMS

THE NEED FOR EXTERNAL DEGREE PROGRAMS IN CALIFORNIA

HE005086

REPORT No. 6 — PLANNING DATA FOR CALIFORNIA STATE UNIVERSITY, SACRAMENTO

September 1, 1973

by Frank R. Siroky

A WORD OF APPRECIATION

This research was made possible by a grant from the EXXON Education Foundation. Their assistance is gratefully acknowledged.

Dr. John Kramer consulted on matters of sampling error and contributed that section to this report.

The author is indebted to Ms. Irene Garmston for editing a draft of this report, but acknowledges that errors of omission, commission or interpretation are his alone.

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CSUC EXTERNAL DEGREE PROGRAMS

Inquiries regarding admission to programs should be sent to the Dean of Continuing Education of each of the following institutions:

California State College, Bakersfield 9001 Stockdale Highway Bakersfield, California 93309	BS in Business
California State University, Chico First and Normal Streets Chico, California 95926	BA in Social Science BA in Social Welfare BS in Business BA Public Administration
California State College, Dominguez Hills 1000 East Victoria Street Dominguez Hills, California 90747	MA in Business Administration Portal program in Business Administration BA in Humanities
California State University, Fullerton 800 North State College Boulevard Fullerton, California 92634	MA in Public Administration
California State University, Sacramento 6000 J Street Sacramento, California 95819	BA in Criminal Justice
California State College, San Bernardino 5500 State College Parkway San Bernardino, California 92407	MA in Elementary Education
San Diego State University 5402 College Avenue San Diego, California 92115	BS in Criminal Justice Administration MA in Education
California State College-Sonoma 1801 East Cotati Avenue Rohnert Park, California 94928	MA in Education (Concentration in Early Childhood Education and Special Education) MA in Humanistic Psychology (Clinical Option) BA in Liberal Arts BA in Criminal Justice Administration

January 1974

LIST OF TABLES

I. Interest in Various Fields of Study Based on Selections From List Included in Questionnaire

II. Interest in Various Fields of Study Based on Coded Responses to the Question, "Name the Major or Type of Program in Which You Would Like to Enroll"

III. Projected Number of Individuals Who Would Find Various Geographic Locations to be preferable or Suitable Sites for Conducting External Programs of Instruction

IV. Acceptability of Various Models of Instruction and Time Schedules

V. Reasons for Interest in External Programs and Related Information

VI. Educational History of Respondents

VII. Range of Probable Error

ERRATA

RESPONSE ERROR:

Certain topics were tapped by two or more similar questions in order to determine the reliability of a subject's responses. Thus, percentages reported on interest, for example, in a given degree, certificate, or credential may differ depending on the question in which this was asked. Analysis of responses to similar questions indicates that the response error, due to a built-in lack of reliability of the instrument and/or the response of the subject, is approximately $\mp$ 4%. Differences of $\mp$ 4% could occur simply by the respondent's errors in reading, his care in answering, etc.

Furthermore, responses will not add to 100% in many cases. Part of this is due to response error and part to the fact that some respondents did not answer all questions.

INTEREST IN CREDENTIALS

Questions 5 and 6 measured the extent of the respondent's interest in education credentials. Answers to Question 6 indicate a considerably higher level of interest in credentials than answers to Question 5. In the author's judgement, answers to Question 6 represent an interest in credentials which includes those whose "first choice" would be a credential as well as those for whom a credential is a "backup" program if one's first choice of a degree or program were not available. Thus it represents, conservatively, a higher degree of interest than should be used for purposes of developing projections. Essentially, answers to Question 6 have been cross-tabulated by answers to Question 5. So, the data on interest in a specific credential (Q6) is based upon those who want a credential as a first goal (Q5). In other words, the interest in a specific credential only for those individuals who first indicated an interest in credentials (Q5) is being reported.

SUMMARY OF FINDINGS

1. It is estimated that 2,715 individuals in the area served by California State University, Sacramento are interested, educationally qualified, and willing to pay the fees for enrollment in External Degree programs. As is developed in the report, this is believed to be a conservative estimate of the interest in External Degree programs in the CSU-Sacramento service area.

2. Those interested in external degree programs generally are in their 30's or 40's (mean age, 33), predominantly male (81%), married (81%), and employed full-time in professional or managerial positions with a median income of approximately $11,000. Approximately 24% earn between $15,000 and $20,000 a year, and 11% earn over $20,000 a year.

3. A relatively high degree of higher education and relatively recent involvement with higher education characterizes the respondents.

4. Over 40% indicate they have earned more than 150 college units. Almost fifty percent have been enrolled, for at least one course, since 1971. However, most of those interested in external degree programs earned their last degree prior to 1970.

5. Sixteen percent already have earned a master's degree, 43% a bachelor's degree and 1.5% a doctorate.

6. It is evident that external degree programs attract a more mature, better educated, self-reliant, and professionally more responsible student body than typical on-campus day programs. It is strongly suggested, for this reason, that the demographic, occupational and educational characteristics of the potential E-D student be thoroughly kept in mind along with their specific curricular demands, when programs are developed. Furthermore, to be responsive optimally to the educational needs and aspirations of this segment of the population, it is strongly suggested that programs be developed after considering the demographic and educational characteristics of those interested. Thus, programs should not necessarily follow the traditional on-campus programs either in mode of instruction, time, or content.

7. In keeping with the high educational backgrounds of the respondents, 26% want to earn an MA degree, approximately 31% a BA/BS degree, and 7% are interested in a credential. Some (an indeterminate amount) are interested in a second BA or MA. Nearly 20%, however, indicate they are looking for something other than the degrees, certificates, or credentials enumerated on the questionnaire. What this group wants is difficult to determine.

8. At the <u>bachelor's level</u>, sufficient interest is expressed in the following programs to warrant a prediction that they could be supported: Business

Administration, Liberal Arts, and Criminal Justice.

9. In addition, if it were possible to identify the target population and adequately inform it, and develop a program responsive to its needs and interests, there probably would be sufficient support for bachelor's level programs in: Nursing, Computer Science and Electrical Engineering.

10. At the master's level, there is sufficient interest to support the following programs: Public Administration, Business Administration, and Liberal Arts.

11. Relatively less interest was obtained from the population at large in credential programs. Of those interested in credentials, the Junior College Credential is by far the most popular option. Second in interest is the Supervision Credential and, third the Counseling or Pupil Personnel Credential. Approximately 154 might be interested in a Secondary Teaching Credential and less than 50 in Elementary Teaching.

12. Convenience of time is the major reason for wanting to study in an External Degree program instead of an on-campus program (30%). Second in import was the belief that family or personal needs would be met better (23%), and third, the perceived relevance of external programs to job or work situations (21%). Approximately 1% indicated they were unfamiliar with other programs, and only 5% indicated that they might better be able to finance an external degree program rather than on-campus programs.

13. Some of the major personal reasons for returning to an external degree program was the development of new skills and knowledges (35%). The second most important reason was to prepare for a new vocation or job (16%), and third, self-enrichment (14%). Practical considerations weigh very heavily in the choice of external degree programs as well as in the kinds of programs or majors one might anticipate selecting under this model of instruction.

14. Evening classes, especially conventional college classes meeting one or two evenings a week, are among the most popular time and delivery options selected. Nearly equal in acceptability are weekend seminars meeting monthly or bi-monthly, especially when these are coupled with home study.

15. There is little difference between the acceptability of traditional and relatively nontraditional modes and times of study. For example, independent or self-reliant study, weekend seminars, credit by examination, and Saturday study are acceptable to only 8-10% <u>fewer</u> respondents than the traditional one night per week classes.

16. Among the least acceptable times or modes of instruction are: conventional college classes during the day (not acceptable to 66%), study exclusively on Sunday (29%), and summer session work (not accepted by 61%). Nearly equal in unacceptability would be: intensive summer study for only one or two weeks, and afternoon or late afternoon classes.

SYNOPSIS OF THE STUDY

This study is the culmination of several pilot research projects and two full-scale market research efforts designed to study the need for external degree programs in the State of California. In addition to laying the case for the unique need that external degree programs might fulfill for California residents, these research projects also attempted to generate specific information of use to those planning programs. Thus, the two aspects of preliminary work, viz., development of a research approach and the development of specific program planning information resulted in the questionnaire and research design of this study.

In addition to furnishing the data on the specific programs, majors and degree options requested by the citizens in the area served by CSU-Sacramento, this report addresses itself to a wider range of issues regarding the means of instruction and the need for external degree programs. For example, topics such as the following are discussed: types and methods of instruction requested, times of day or week desired for instruction, reasons individuals are requesting external degree study, the relative acceptability of study in various neighborhoods versus on-campus study, and the desirability of instruction via nontraditional models.

This study deals in projections. Projected interest in specific programs, degree options, locations, or various methods of instruction constitute the heart of this report. Projections were developed by relating expressions of interest obtained from a stratified random sample of citizens in the service area of CSU-Sacramento to the total population of that area. Samples from the general public were obtained from questionnaires mailed to a stratified random sample of 25,000 households. Projected interest in external degree programs was developed from the content and rate of return of the questionnaires by this sample of the general population.

The projections presented represent conservative estimates of interest. Every attempt was made to generate estimates based upon the responses of individuals who seemed deeply committed to futhering their educations. Several strategies were developed for obtaining conservative estimates; i. e., estimates which would more likely underestimate than overestimate projections of interest.

In four previous market research studies, respondents were asked to complete two questionnaires. The first, a relatively short one asked the respondent to indicate whether he was interested in external degree study. Those indicating interest were instructed to request a second, lengthier questionnaire which could be used as a basis for planning specific educational programs. The

second, more lengthy questionnaire was purposely designed to require effort to complete. Only those individuals taking several hours of their time to complete the questionnaire, thus demonstrating their interest in external degree programs, were counted for survey purposes.

Thus, a respondent had to complete and return the first questionnaire and request, complete, and return the second questionnaire before all data were complete for him. No attempt was made to sell the respondent on external degree programs. Individuals were simply informed of the intent of The California State University and Colleges to develop such programs and were invited to participate in the planning process. A short, formal, conservative letter was included with each questionnaire. This alone served to introduce the potential respondent to the survey and to External Degree Programs.

Because of secretarial and other costs, it was not possible to use the two-questionnaire approach in the survey for this campus. Only the lengthy questionnaire and the brief letter of introduction were sent. As a result, a higher rate of returned questionnaires was experienced than was the case when respondents were required to return two questionnaires. Consequently, in order to obtain a conservative estimate, a discount factor was developed based upon the rate of response from the four previous studies in which two questionnaires had been required.

It is this "discounted" return rate which forms the basis for present estimates of projected interest. The rate of return of questionnaires in this study, therefore, has been discounted by 38%.

Additional hurdles were placed in the questionnaire to eliminate (from projected figures) those individuals who indicated that they do not have the ability to pay the requisite course fees for external degree programs or who have not completed the required 60 or more units of college work. Thus, even if an individual returned the questionnaire indicating interest in external study but stated he could not pay the fees or that he did not have the requisite educational background, his questionnaire was not counted. "Projected interest" does not include such individuals. Projections are based upon the returns of individuals who are interested in enrolling, are academically qualified, and willing and able to pay fees of approximately $35 per semester unit.

In sum, it can be seen that three hurdles were imposed upon the potential respondent prior to actually developing the figures reported in this study. First, the potential respondent had to spend several hours completing a lengthy form stating his interest in rather specific terms. Next, the returns from the lengthy questionnaire were discounted. Third, the respondent had to "pass" both the ability to pay question and the educational background question in order to be counted.

It might be of interest to note that approximately 41% of those individuals who returned the longer questionnaire (even after being discounted) were eliminated by either or both of the internal checks built into the questionnaire; namely, ability to pay and educational background. The educational background question eliminated more than the question on ability to pay. For example, 15-17% were eliminated by the fee question alone, while 25-27% were eliminated by the education background question. (However, it should be noted that there is no way of determining the number of individuals who eliminated themselves by not returning the questionnaire because of academic deficiencies or inability to pay fees.)

It can be seen that the major purpose of this study was to furnish conservative estimates of potential interest in external degree programs and to develop information which would be useful to program planners.

It should be noted that higher degrees of interest in specific programs might be obtained from sampling for a specific purpose within a particular occupational population (e.g., nurses, employees of a particular agency, etc.). The figures represented in the tables included with this report are based upon samples of the general population. Studies which focus exclusively on particular populations may well provide projections of interest for that population which are larger than those reported here. Theoretically, the converse is also possible as the samples used in single-purpose studies are likely to be larger than the corresponding sub-samples in this study with correspondingly lower sampling error.)

The Sample

The basis for drawing the sample was names contained in census tracts for the service area of this institution. A random sample of census tracts was selected. Analysis of the sample indicates that all of the major geographic areas in this service region were included. Within each census tract a random sample of names was selected to whom questionnaires were sent. Questionnaires were sent to a household. Only one individual in a household completed a questionnaire. It could be held that more than one individual might be interested in an external degree program in some households. However, no provision in the sampling or subsequent statistical operations took this into account. Rather, it was assumed that a questionnaire was completed by one individual and represented only a single individual, rather than a household.

The Questionnaire

The format and specific questions, along with the intent and purpose of the

questionnaires, were thoroughly tried in preliminary surveys. Based upon these preliminary trials, it was determined that a reliable and accurate means of collecting data related to the development of external degree programs could be obtained within the area served by this institution. A copy of the questionnaire used in this survey is included in the Appendix.

In addition to determining the overall level of interest in external degree programs in this service area, the questionnaire furnished information specific to the development or planning of such programs. Information contained in the questionnaire was designed to be used as a basis for developing and planning external degree programs. To this end, the long questionnaire measured:

1. Expression of interest in specific programs, majors, and degree options selected from a list included in the questionnaire (Table I).
2. Expressions of interest in programs, majors, and degree options based on coded responses to an open-ended, free-choice question (Table II).
3. Geographic locations or areas preferred for instruction (Table III).
4. Interest in instructional methods, times, and approaches (Table IV).
5. Reasons for interest in External Degree programs (Table V).
6. Prior eductional history, and other information on those interested in External Degree programs (Table VI).

Specific instructions on how to read each table, and suggested interpretations of each table will be presented as the data are discussed.

Scope of Market Survey Efforts.

Based upon the notion that the primary responsibility for serving the citizens of California residing within specific geographic areas rests with the faculty and administration of the CSUC institution located in a given geographic area, it was decided that a market survey should be performed within the service area of each CSUC institution. In this way, the specific educational needs and goals of citizens of a given area could be measured, and information elicited most relevant to developing programs for them. Accordingly, a survey and a report for each CSUC institution was undertaken.

This does not preclude cooperative efforts by several CSUC institutions in developing programs for specific individuals or groups using the unique resources of each institution and it does not preclude the possiblility of developing programs to meet statewide or regional needs in collaboration with The Consortium of The California State University and Colleges.

This, and other such reports, are not research reports. The focus and intent of this report is to present planning data for those interested in adequately serving the educational aspirations of the citizens of California residing within the service area of each CSUC institution. Thus, this and other reports in this series, were developed primarily to answer such practical questions as:

1. Is there a need for external degrees programs?
2. What are the educational goals of individuals who are interested in external programs?
3. In what ways might an institution more adequately serve the higher educational aspirations of those citizens who would like to further their educations through external programs?
4. What are some of the reasons for interest in external degree programs? Are there unique educational needs?
5. When and how should external degree programs be developed to meet these needs?

Certain important questions may well be suggested by this report, rather than answered by it. It is anticipated that a final, summary report for all of California will deal with the more basic research questions. If the data raise questions related to program planning or development it is hoped that they will be directed to The Commission on External Degree Programs, or the author of this report. Data from this survey will be maintained in computer storage for a limited period of time and will be retrievable for program planning needs.

EXTERNAL DEGREE PROGRAM PLANNING DATA

What Programs/Degrees are Wanted?

Projections of interest in the programs and degrees enumerated below are based on the responses of a sample of the general public. As such, it will tend to underestimate or underrepresent interest in specific programs or majors which might be obtained from a sampling or even canvass of a given subgroup of the population such as: nurses, businessmen, bankers, farmers, elementary school teachers, etc.

For example, the information in Table I indicates that, within the service area of Sacramento, projections indicate 42 individuals interested and qualified for a BS degree in Nursing. Yet, it might be relatively easy to obtain a far larger number of committed nursing students by canvassing several of the larger hospitals in the CSU-Sacramento service area.

The sampling and research methodology of this study furnishes a conservative estimate of potential interest in specific programs. Nonetheless, it provides important information regarding the relative strength of interest in various fields of study, degrees and credentials, times and modes of instruction.

Information on the degrees and majors presented below is offered with the understanding that it represents areas of the largest interest. More specifically, it shows interest which is sufficient to assure financial support for programs if they were developed and if interested individuals were adequately notified.

Some of the highlights of the educational needs, and specific programs wanted by the citizens of the CSU-Sacramento service area are:

****

1. Slightly over 26% are looking for master's degree programs, and 31% bachelor's degree programs.

2. Relatively few individuals select credential programs as their primary choices with a projected overall total of less than 200. Of those interested in teaching or other education credential programs, Junior College Teaching claims the largest proportion, nearly twice as many and nearly twice as high a proportion as the next largest, Supervision. Because the teaching options are spread over several majors, the projected interest in any one is not sufficiently high, utilizing these data, to indicate a high degree of support for credential programs. It must be emphasized that this may be a low estimate.

3. The data indicate sufficient interest to support financially programs at the bachelor's level in: Business Administration (250), Liberal Arts (113). But,

4. With proper marketing and contacting of potential clients additional baccalaureate programs in Nursing, Electrical Engineering, Computer Science, and, possibly, Accounting, could be supported.

5. There appears to be sufficient interest to support MA programs in: Business Administration (185), Public Administration (118), and Liberal Arts (95).

6. With appropriate marketing efforts and efforts to contact a given target population, a credential program in School Administration might find sufficient support.

7. Other majors which are popular among the residents of the CSU-Sacramento area, but when cross-tabulated against degree offerings give numbers too low in any one degree option to warrant serious consideration in this report are: Computer Science, Certificate programs in Environmental Engineering and Special Education, Certificate in Early Childhood Education, Ecology, Public Administration, Management, and Accounting.

There are strong indications in the data that several programs not now under consideration at CSU-Sacramento could be supported. In fact, certain of these would apparently meet the very pressing educational needs of a large proportion of residents in the CSU-Sacramento service area.

Of course, the projections of interest which appear in Tables I and II are for the total service area of the campus and are without regard to preferences for geographic location, models of instruction, or time schedules. Subjective estimates must be made of the extent to which the projected interest in a particular field of study, as reported in Tables I and II, should be reduced when it is planned to offer that program in a particular geographic area, by a particular time schedule. The size of the standard error for sub-samples of the sort suggested above would be too large to make it worthwhile for this study to attempt to present the kinds of cross-tabulations between major field, models of instruction, and geographic location.

Obviously, those programs are most likely to "make" which show the highest interest in Table I and II, are offered using instructional models shown to be most popular or most desirable by Table IV, and at geographic locations shown in Table III to be preferred by the most respondents.

TABLE I

INTEREST IN VARIOUS FIELDS OF STUDY
BASED ON SELECTIONS FROM LIST INCLUDED IN QUESTIONNAIRE

Major	BA/BS %	BA/BS Project.	MA %	MA Project.	Credential* %	Credential* Project.	Certificate %	Certificate Project.
Business Administration	09%	250	07%	185	---		01%	19
Computer Science	01%	28	---		---		---	
Electrical Engineering	01%	31	---		---		---	
Liberal Arts	04%	113	03%	95	---		---	
Public Administration	01%	19	04%	118	---		---	
Nursing	01%	42	---		---		---	
School Administration	---		01%	28	02%	56	---	
Special Education	---		---		01%	24	---	
Early Childhood Education	---		---		01%	19	---	

The percentages reported in the above table represent the percentage of the total number of interested and qualified respondents who express interest in a particular major and degree, credential and certificate options.

The numbers listed under "Projection" represent the estimated number of individuals (projected from the sample to the population) who are interested in particular majors and degree, credential and certificate options.

*Represents a cross-tabulation of Questions 1 and 5. Estimates stated in the text are smaller and are based on a cross-tabulation of Questions 5 and 6. The author recommends that the latter estimate be used in planning.

TABLE II

INTEREST IN VARIOUS FIELDS OF STUDY BASED ON CODED RESPONSES TO THE QUESTION, "NAME THE MAJOR OR TYPE OF PROGRAM IN WHICH YOU WOULD LIKE TO ENROLL"

Major	BA/BS %	BA/BS Project.	MA %	MA Project.	Credential* %	Credential* Project.	Certificate %	Certificate Project.
Secondary Credential	01%	21	---		---		---	
Administration	---		01%	19	02%	43	---	
Ecology	01%	38	---		---		01%	22
Electrical Engineering	01%	40	---		---		---	
Civil Engineering	01%	20	---		---		---	
Computer Science	02%	43	---		---		---	
Public Administration	01%	24	03%	90	---		---	
History	---		01%	23	---		---	
Fine Arts	01%	19	---		---		---	
English/Journalism	01%	32	---		---		---	
Nursing	02%	48	---		---		---	
Criminal Justice	02%	45	---		---		---	
Business Administration	07%	181	05%	141	---		---	
Management	---		01%	27	---		---	
Accounting	01%	37	---		---		---	
Real Estate	01%	25	---		---		---	
Not Applicable Vocational	01%	21	---		---		---	

The percentages reported in the above tables represent the percentage of the total number of interested and qualified respondents who express interest in a particular major and degree, credential and certificate options.

The numbers listed under "Projection" represent the estimated number of individuals (projected from the sample to the population) who are interested in particular majors and degree, credential and certificate options.

*Based on a cross-tabulation of Questions 4 and 5. Estimate of level of interest is higher than estimates referred to in the text which are based on a cross-tabulation of Questions 5 and 6. The author recommends that the latter estimate be used in planning.

Implications for Nontraditional Programs:

If all of the previously mentioned programs were implemented (and--for purposes of discussion--if geographic and time schedule factors permitted all of those interested in these programs to enroll) almost two-thirds of those in the CSU-Sacramento service area who are interested would not be served.

If a sizable percentage of those who are interested is going to be served, it will be necessary to use one or more of the following types of models:

1. Independent study models which can draw from the entire service area and which require minimum or no class attendance at a particular site.

2. Independent study programs offered by The Consortium of The California State University and Colleges which could draw from the entire Northern California region or from the entire State with seminar attendance, if any, limited to one or two weeks of intensive study, possibly during the summer.

3. A program of external "parallel instruction," currently under discussion by the Commission on External Degree Programs. Under this model a class could "make" with only one enrollee.

The implications of these findings should be clear. A need for E-D programs exists. The specificity of the need is a subject for a subsequent section of this report.

TABLE III

PROJECTED NUMBER OF INDIVIDUALS WHO WOULD FIND VARIOUS GEOGRAPHIC LOCATIONS TO BE PREFERABLE OR SUITABLE SITES FOR CONDUCTING EXTERNAL PROGRAMS OF INSTRUCTION

Col.1	Col. 2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11	C-12	C-13	C-14	C-15	C-16	C-17	C-18
		Downtown Sacramento	Cal State Sacramento	Fairfield	Woodland	Yuba City	Lake Tahoe Area	Placerville	Rancho Cordova	Rio Vista	Lodi	Stockton	Tracy	Grass Valley	Colusa	Beall AFB	Modesto
2007	Downtown Sacramento		1974 98%	418 21%	594 30%	442 22%	371 18%	534 27%	1345 67%	417 21%	500 25%	474 24%	417 21%	421 21%	366 18%	408 20%	394 20%
2204	Cal State Sacramento	1974 90%		414 19%	587 27%	451 20%	388 18%	596 27%	1461 66%	435 20%	537 24%	512 23%	448 20%	446 20%	369 17%	418 19%	415 19%
467	Fairfield	418 89%	414 88%		377 81%	307 66%	302 65%	299 64%	335 72%	360 77%	335 72%	314 67%	308 66%	296 63%	299 64%	300 64%	301 64%
640	Woodland	594 93%	587 92%	377 59%		374 58%	296 46%	323 51%	447 70%	332 52%	310 48%	303 47%	296 46%	308 48%	359 56%	357 56%	291 45%
596	Yuba City	442 74%	451 76%	307 51%	374 63%		302 51%	313 52%	340 57%	306 51%	300 50%	305 51%	291 49%	384 64%	463 78%	481 81%	292 49%
475	Lake Tahoe Area	371 78%	388 82%	302 63%	296 62%	302 63%		406 85%	372 78%	306 64%	304 64%	307 64%	298 62%	326 69%	292 61%	292 61%	300 63%
676	Placerville	534 79%	596 88%	299 44%	323 48%	313 46%	406 60%		625 92%	310 46%	305 45%	310 46%	298 44%	342 50%	299 44%	304 45%	296 44%
1520	Rancho Cordova	1345 88%	1461 96%	335 22%	447 29%	340 22%	372 24%	625 41%		362 24%	363 24%	343 23%	318 21%	363 24%	311 20%	332 22%	314 21%
489	Rio Vista	417 85%	435 89%	360 74%	332 68%	306 62%	306 62%	310 63%	362 74%		412 84%	407 83%	373 76%	303 62%	301 61%	299 61%	343 70%
722	Lodi	500 69%	537 74%	335 46%	310 43%	300 42%	304 42%	305 42%	363 50%	412 57%		688 95%	561 78%	307 42%	298 41%	296 41%	479 66%
701	Stockton	474 68%	512 73%	314 45%	303 43%	305 44%	307 44%	310 44%	343 49%	407 58%	688 98%		564 80%	312 44%	303 43%	299 43%	484 69%
564	Tracy	417 74%	448 79%	308 55%	296 53%	291 52%	296 53%	298 53%	318 56%	373 66%	561 100%	564 100%		303 54%	294 52%	292 52%	447 79%
491	Grass Valley	421 86%	446 91%	296 60%	308 63%	384 78%	326 66%	342 70%	363 74%	303 62%	307 62%	312 63%	303 62%		343 70%	375 76%	307 62%
477	Colusa	366 77%	369 77%	299 63%	359 75%	463 97%	292 61%	299 63%	311 65%	301 63%	298 63%	303 64%	294 62%	343 72%		401 84%	296 62%
501	Beall AFB	408 81%	418 83%	300 60%	357 71%	481 96%	292 58%	304 61%	332 66%	299 60%	296 59%	299 60%	292 58%	375 75%	401 80%		296 59%
486	Modesto	394 81%	415 85%	301 62%	291 60%	292 60%	300 62%	296 61%	314 65%	343 71%	479 98%	484 99%	447 92%	307 63%	296 61%	296 61%	

Col. 1: Number of persons who would find areas listed in Col. 2 to be preferable or suitable.
Cols. 3-18: Numbers and percentages of individuals choosing an area listed in Col. 2 who would find alternative areas to be suitable or preferable.

Who Wants to Study in External Degree Programs, and Why?

In order to plan more adequately educational programs which fulfill the educational aspirations of the citizens in the CSU-Sacramento service area who are looking toward E-D programs, the existential situation of the potential enrollee, not merely his vocation, or job requirements, needs to be borne in mind. The potential enrollee in the external degree program is leading a very different life from the typical CSUC day student. His life style and the meanings he is actualizing are quite different from the usual on-campus student. This will be seen more clearly as the report examines demographic, educational, and vocational information regarding the potential External Degree program student.

Those interested in studying in external degree programs:

****

1. Are predominately men with a mean age of approximately 33 years (approximately one-quarter are in their 20's, one-quarter in their 40's, and one-third in their 30's), married with three or fewer dependents and employed full-time (80%).

2. Have a median income of approximately $11,000 a year. However, nearly one-quarter earn between $15,000 and $20,000 and over 11% earn over $20,000 a year.

3. Are employed principally in professional, semi-professional, or managerial occupations (76%). Approximately one-fifth are employed by profit-making organizations, one-quarter by state of local government, 19% by school districts, and nearly 10% by the federal government.

There seems to be less interest in external programs by homemakers, the retired, and those in lower socioeconomic groups. (However, it must be remembered that the sample on which the analysis is based is limited to those who have completed two years of college and who indicate a willingness to pay fees of approximately $35 per semester unit.) Furthermore, external degree programs apparently are not attracting in a significantly high degree those teachers and administrators who might be interested in upgrading their credentials or educational backgrounds. An individual somewhat different from the usual on-campus student seems to have responded positively to the E-D impetus. This will be seen much more clearly when this report examines the educational background of the respondent.

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4. Approximately 60% of those interested in E-D programs indicate

TABLE IV

ACCEPTABILITY OF VARIOUS MODELS
OF INSTRUCTION AND TIME SCHEDULES

		NOT ACC.	ACC./ PREFER.
FACTOR I:			
Item #			
40	Independent or self-reliant study	24%	70%
42	Credit by examination for learning accomplished	21%	72%
39	Courses by correspondence	28%	67%
38	Educational TV	31%	63%
41	On-the-job experience	23%	71%
37	Weekend seminar meeting monthly or bi-monthly with home study	16%	80%
34	Conventional college classes-daytime	66%	29%
36	Weekend seminar meeting each weekend	32%	63%
43	Credit for USAFI courses	49%	51%
FACTOR II:			
62	Independent study with periodic (once monthly) meetings with your instructor	18%	57%
65	Study contract with tutor up to 15 units	13%	51%
66	Independent study providing 15 unit block courses with a 2-week on-campus seminar during summer	34%	32%
63	Televised instruction with periodic (once a month; several times per semester) meetings with your instructor	32%	44%
57	Independent study culminating with a weekend class meeting	20%	50%
64	Credit by national or standardized examinations	30%	41%
60	A weekend college at a campus nearer to your residence	24%	53%
58	A weekend college (Saturdays and Sundays) on a nearby campus; all required classes could be offered on weekends	37%	41%
FACTOR III:			
51	Saturday and Sunday for a limited number of weeks	53%	41%
50	Only on Sunday	64%	29%
49	Every Saturday for a period of 3 - 5 weeks	28%	66%
48	One Saturday a month for a semester (15 weeks)	21%	73%
56	Regular summer session study (5- or 6-week classes)	61%	32%
55	Intensive 1- or 2-week periods during summer or vacation	50%	43%
52	One weekday afternoon per week for a semester	49%	45%
54	Weeknight classes 3 evenings per week	45%	50%
58	A weekend college (Saturdays and Sundays) on a nearby campus; all required classes could be offered on weekends	37%	41%
FACTOR IV:			
59	An evening college with all required classes offered at night on a nearby campus	16%	73%
53	Weeknight classes 1 - 2 evenings per week	14%	83%
61	An evening college nearer to your residence	13%	76%
35	Conventional college classes-evening	12%	84%

they already hold a bachelor's or master's degree--43% the bachelor's and 16% the master's--and nearly 2% hold a doctorate. Obviously, some of these individuals are studying for advanced degrees or work, and some are taking a second bachelor's or second master's degree, but we cannot determine which is the case.

5. Over 80% of these respondents received their last degrees prior to 1970, and well over 50% prior to 1965. Clearly, these are not recent college graduates.

6. Even so, a large proportion were enrolled in a college or university, possibly only for one course, sometime between 1971 and the present. Of these respondents, only 37% indicate that they were enrolled in a degree program--or a program with a definite goal in mind--sometime between 1971 and the present. However, 64% were not taking any courses last semester.

****

Those interested in external degree programs already have spent considerable time in college study--some of it since graduation. Equally clear for a large proportion of respondents is the fact that their continuing education has been sporadic, or has stopped. Many have not continued their educations to terminal degrees, certificates, or goals. Many, while taking courses or engaged in study in the last five years, have not done so in the immediate past.

These demographic and educational characteristics of those interested in study in external degree programs provide an interesting contrast to the typical undergraduate, on-campus student.

The potential external student is in his 30's or somewhat older. He is employed in a rather responsible capacity and typically is earning an income above the median for his area. He has had extensive involvement with higher education and appears to have continued his education over a longer period of time, both before and after receiving his degree. He is an individual who, in all probability, is used to assuming responsibility or having it thrust upon him. He has taken extensive time and trouble to respond favorably to this survey.

While two or three items on the questionnaire asked the respondent to verbalize his reasons for wanting to enroll in an external program, it may be that more direct insight can be obtained from a careful study of the preceding information. Nonetheless,

1. Thirty percent of the respondents perceive the external degree

TABLE V

REASONS FOR INTEREST IN EXTERNAL PROGRAMS AND RELATED INFORMATION

	% Sample
How long ago did you decide you needed additional education to fulfill your goals? (33)	
Have always felt the need	55%
5 or more years ago	13%
3 - 5 years ago	10%
2 - 3 years ago	10%
Quite recently	10%
What would be the one major reason for studying in an external degree program rather than in other on-campus programs? (8)	
More convenient time	30%
Location of programs	11%
Programs are more suitable	05%
Better able to finance my education	05%
Relevancy to job/work	21%
Family/personal needs better met	23%
Unfamiliar with other programs	01%
Other	02%
For what reason would you be interested in studying in external degree programs? (19)	
Improve income	11%
Promotion	12%
Job requirement	04%
Prepare for a new vocation/job	16%
New skills/knowledge	35%
Self-enrichment	14%
Deal more effectively with personal concerns	04%
What is the total amount of time you would be able to spend per week on academic work (including class-time and homework)? (18)	
40 hours or more	04%
30-40 hours	03%
20-30 hours	12%
10-20 hours	36%
5-10 hours	36%
5 or less	07%

program to offer study at more convenient times than the internal program.

2. Twenty-three percent believe that enrollment in an external program would impinge less on family and personal needs.

3. Twenty-one percent believe that an external education would be more relevant to their jobs.

4. For 43% of the respondents, very directly job-related issues appeared to be one of the major reasons for being interested in resuming education through external study. Such factors as the improvement of one's income, promotion, job requirements, or preparation for a new vocation or job, were primary reasons for wanting to study. Over a third want to obtain new skills and knowledge.

5. Over half of the respondents indicated they have always felt the need for further education to fulfill their goals. Thirteen percent stated that they have felt the need for five years or longer. Clearly, the responses do not indicate mere impulse toward higher education.

6. Consistent with the employment and family responsibilities of respondents is the fact that over 79% indicated they could not spend more than 20 hours a week in academic work: 36% between 10 and 20 hours per week; 36% between 5 and 10 hours; 7%, 5 hours or less (Table VI). Obviously there is an inability to make an extensive weekly commitment to education. Higher education must fit in with the pattern of the work and family situations of these respondents.

TABLE VI

EDUCATIONAL HISTORY OF RESPONDENTS

	% Respondents
Are you presently taking college courses, or did you take any last semester? (21)	
No	64%
Yes, State College or University, Night (or Summer)	14%
Yes, Community College, Night (or Summer)	09%
Yes, State College or University, Regular Session	08%
Yes, Community College, Regular Session	03%
How much college work have you completed? (75)	
60-120 units	27%
120-124 units	06%
125-150 units	19%
Over 150 units	41%
When was the last time you were enrolled in a post-high school program (not a single course) of study leading to some definite aim? (70)	
None	06%
1940-50	05%
1951-55	03%
1956-60	08%
1960-65	13%
1966-70	27%
1971 --	37%
In what type of institution were you last enrolled? (71)	
Community College - day	07%
Community College - night/summer	09%
State College - day	23%
State College - night/summer	16%
Public University - day	15%
Public University - night/summer	07%
Private University or College	13%
Technical, Professional or Business School	06%
When was the last time you were enrolled in a college or university (even for only one course)? (72)	
Prior to 1960	10%
1960's	28%
1970-71	11%
1971 --	46%
Indicate your highest diploma, certificate, or degree: (73)	
High school (or equivalent)	12%
Trade certificate	00%
Professional or pre-professional certificate	05%
Junior college certificate	03%
AA	18%
BA/BS	43%
MA	16%

Where and How Do They Want to Study?

****

1. While conventional weeknight classes meeting only one or two evenings a week are among the more popular of the options, nearly equal in acceptability are weekend seminars meeting monthly or bi-monthly, and classes which would meet one Saturday a month for 15 weeks.

2. Other highly desirable models are: credit by examination, credit for on-the-job experience, independent or self-reliant study, and weekend seminars--especially when coupled with home or independent study.

3. Conventional college classes in the daytime are the least acceptable option. Sixty-six percent of the respondents would find this not acceptable.

4. Other study options which are not acceptable to a relatively large number (50-64%) are: study exclusively on Sundays, regular summer sessions or intensive one- or two-week periods during the summer, and afternoon classes.

5. It is perhaps significant to note that most of the more non-traditional options are acceptable to a significantly large proportion of respondents.

6. It should also be noted that while those who indicate preference for a traditional model (e.g., classes one night per week) could undoubtedly participate in programs based on a more flexible and less traditional model (e.g., independent study plus an occasional Saturday seminar), these are individuals whose geographic location or work/travel schedule would make it impossible for them to enroll in the traditional model.

Because time of study, other practical considerations, and the limited amount of time that these respondents indicate they can spend in studying in external degree programs loom so important in selecting E-D programs, the author cannot overemphasize the importance of these conclusions and the data in Table IV. Among the most important dimensions in planning external degree programs are these considerations. These data require careful study by those developing E-D programs. In the judgement of the author, it would be a serious mistake simply to copy on-campus models for use in external degree programs.

Location of study is not one of the reasons most often given for interest in the external degree programs. Nonetheless it is directly related to other practical considerations which were preeminent in the minds of respondents. Table III provides information regarding geographic preferences. In addition, it must be emphasized that study in one's own community is preferable, by far, to a large proportion of respondents (76%). Study at a state college is preferable to only 35% and the same proportion felt that study near their places of work was preferable.

Although the areas of Stockton and Modesto were not sampled as part of this study, respondents living in the Sacramento service area selected Stockton and Modesto as suitable locations. The numbers interested in these areas are in addition to those uncovered by our survey of CSC-Stanislaus which specifically included the Modesto and Stockton areas. If programs were to be developed in these areas either by Sacramento or another CSUC institution, the survey data must be combined from several areas for a firmer picture of the interest in these or similar locations.

Because of the small population base in most of the communities surrounding CSU-Sacramento the projected interest in any one of them, with the exception of two or three areas, appears to be relatively low. Planning traditional programs for communities other than the three in which there are large numbers of interested persons might present problems of enrollment. Because of the large number of possible majors listed on the questionnaire, and the number of degree/certificate/credential options, and the combinations of these, the projected interest in any particular combination of degree and major for a given geographic area is relatively low.

This does not mean, however, that supportable programs could not or should not be offered in one or more of the more outlying areas. It means that careful planning must precede programs. Extensive contact and advertising must be made if one attempts to offer these to the general public. It probably would be wise to select a particular group within a target population, sufficiently large in number to support the program, and to "market" the external degree program to them. In addition, it is obvious that an individual would move from one area to another for study. However, the author is unfamiliar with the potential locations for study in the CSU-Sacramento area. He is unfamiliar with the logical areas to combine. Therefore, he could not, at this point, indicate the potential interest in a given program in a combined area within the CSU-Sacramento area. However, data are maintained in computer storage and it would be a relatively easy task to obtain this projected figure. At the same time, it must be emphasized that supportable programs in those majors which have the higher degree of projected interest, could take place in such areas as Rancho Cordova, Downtown Sacramento, and possibly a combination of Lodi and Stockton or Modesto, although the latter are not in the Sacramento service area.

ADDITIONAL INFORMATION

The Need to Market External Degree Programs.

Interpretation of the projected interest is subject to several conditions which should be fully understood. It must be emphasized that all members of the sample which constitute this study were contacted and given information regarding prospective programs via the letter and the questionnaire. Thus, all respondents who indicated an interest in external degree programs were informed respondents. The projections were based upon a sample of "informed individuals"; individuals who had been informed of external degree programs.

Projections from the sample to the population, therefore, are based on the assumption that members of the population, in general, will be informed. Thus, projections describe potential interest assuming a population that "gets the word." If only half of the potential enrollees become informed of the programs, the size of the potential enrollment would not necessarily be the same as the indicated interest. Similarly, if a specific group of individuals were informed and notified of programs developed specifically and concretely for their educational needs (viz., nurses), then, the projected interest could reasonably be expected to be considerably higher than that indicated in this report.

What will be required, obviously, is an intensive and extensive program of public information and marketing in order that external degree programs fully realize their potential for serving citizens in the area served by each of the CSUC institutions. Some of this marketing effort might be from mailings, newspaper advertisements, television announcements and similar approaches to the general public. On the other hand, marketing efforts directed toward specific populations (engineers, nurses, etc.) might be more productive in identifying groups of potential students for external degree programs.

Potential interest is based also on the assumption that appropriate programs are developed and offered at times and locations suitable to the population. To the extent that this and preceding conditions are not fulfilled, projected interest would be reduced. The author could find no precedents for determining the extent to which projections of interest in programs can be used to predict enrollment in programs. As programs are established actual enrollments will be compared with projections of interest from surveys. A series of such comparisons will provide The California State University and Colleges with the data it will need in order to develop appropriate "discount rates," or - possibly - "appreciation rates." One such "market

test" comparison will be between enrollment in the recently approved CSU - San Diego external program in Public Administration (Criminal Justice) and the projections of interest in this field estimated in the San Diego Survey report. Even then, the "marketing techniques" utilized will be an important variable. Obviously, a college or university will be wise to begin with programs for which projected enrollment estimates are among the highest. It can reasonably be anticipated that once external degree programs are developed, they will begin to feed interest in the general public in additional programs and additional enrollment in those programs already established.

Sampling Error

The projections of interest presented in this report are based on an economically stratified, random sampling of 25,000 households in the service area of CSU - Sacramento. The sampling included all the counties served by CSU-Sacramento. As large as this sample is, the projections presented in this report are nonetheless subject to significant sampling error. The following table (Table VII) indicates approximate confidence intervals over the range of projections presented in this report.

TABLE VII

RANGE OF PROBABLE ERROR

CSU-SACRAMENTO SERVICE AREA

Projected Number Interested	Probable Error
6,000	± 296
4,000	± 241
2,000	± 171
1,000	± 121
500	± 85
200	± 54
100	± 38
50	± 27

Table VII indicates that the chances are approximately two out of three (66%) that the projected number which appears in the first column is accurate within plus or minus the number which appears in the second column. Thus, if the report indicates there is a total of 213 individuals interested in studying for the bachelor's degree in Business Administration this number should be interpreted as the most probable number. The table indicates that the chances are two out of three that the actual number of interested persons will range between 159 and 267.

To take another example, if, in Table III, it is indicated that 500 individuals would be interested in studying in Tracy, the probable error table can be used to establish the actual range of the estimate as 415 to 585; i.e., 500 plus or minus 85. (The size of the range being what it is, the author has utilized 500 in Col. 1 rather than bothering to interpolate) Ordinarily, in research studies, two standard errors of measurement are utilized providing confidence in the estimates at an .05 level; i.e., 95 chances in 100. Such a level of confidence was not used in this study. As a matter of fact, the appropriateness of calculating, in this manner, the size of error due to sampling is questionable because of our earlier decision to discount returns in this survey by 38% because of the necessity of using only one questionnaire instead of the two which had been used earlier in the survey of other geographic areas. While this decision was based on the fact that--over most of the State--the return rate has been higher than it was in those areas in which two questionnaires were used the fact is that the error associated with this judgment may far exceed error due to sampling.

The table of probable error can be interpreted literally only if we assume that no error was made in discounting the rate of return by 38%. Its greatest usefulness perhaps, is in getting across the point that there is error due to sampling, under the best of circumstances. It is particularly useful in cautioning the reader against attaching significance to relatively small differences in which the differences are smaller than the probable error due to sampling.

In summary:

1. Projections given in this report are <u>conservative</u> projections. In an earlier study, if an individual's interest was counted (and used as a basis for projection) it was on the basis of his having completed <u>two</u> questionnaires. In previous studies a much larger percentage of interested, qualified individuals returned the first questionnaire, requested that the second questionnaire be mailed to them, but did <u>not</u> return the second questionnaire. It is impossible to determine the extent to which this group of individuals, who were not counted, would be sufficiently interested to enroll in a program if one to their liking were established at times and locations of interest to them. Certainly, some would enroll but none were counted. In the sampling design being used in this study and other current studies only one questionnaire is being used and the percentage of usuable questionnaires is two or three times as great. Thus, in order to make the rate of return roughly comparable to that of previous studies the rate of return has been discounted by 38%.

2. As this report was going to press, enrollment figures for the 1973-74 school year were obtained making empirical insight into the relationship between projected interest and actual enrollment possible. On the basis of these enrollment figures,

the degree of disparity between projected and "actual" interest in the programs can be estimated. Currently, 65 are enrolled in the CSU-Fullerton external degree program in Public Administration, an enrollment of 97 in the MA program in Humanistic Psychology at CSC-Sonoma and an enrollment of 80 in the Sonoma MA program in Early Childhood Education. The projected interest described in Report #2 for an MPA program at CSU-Fullerton was 87. The projected interest (Report #1) for the Sonoma programs was 114 for Psychology and 77 for Early Childhood Education. These figures fall well within the standard error of estimate. However, it must be emphasized that these projections are conservative when matched against actual enrollments. For example, it was necessary to close enrollment for both Sonoma programs.

3. The intent of using two questionnaires, or utilizing projection rates based upon a two questionnaire response rate, was to reduce the sample to those who were highly interested in enrolling, thus giving a firmer projection of the level of interest. However, this considerably increased the standard error, a statistical measure based upon the number of responses. Therefore, the research techniques were designed to give a lower error in projection, but the statistical formulas cannot take this into consideration. In fact, they have given a higher index of error.

4. The data in this study provide an estimate of the relative strength of interest in majors, degrees, credentials, certificates, instructional models and geographic locations. Prudence would seem to suggest that planning should build on relative strength with regard to each of these variables.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

THE COMMISSION ON EXTERNAL DEGREE PROGRAMS

PRE-ENROLLMENT QUESTIONNAIRE

Code: 1111 (1-7)

This questionnaire gives you an opportunity to share in planning the programs which may be made available through The California State University and Colleges system, either on a nearby campus or a site closer to your residence. Information which you and others in your area provide will be essential in identifying the programs of most value to students and means of providing educational opportunities.

If you feel you may be a potential student, now or in the future, we earnestly ask that you spend the time to complete this form and furnish us with information for educational planning.

We need this type of direct input to plan programs. We will protect your anonymity. By completing this form, with no obligation to you nor to the CSUC system, you have a wonderful opportunity to affect the future developments in higher education for a wide range of citizens.

****

1. Several programs are now being planned or considered. If programs on this list are of interest to you, indicate the number of that program on the space provided. If none of these programs are of special interest then leave both lines blank, and your degree or program preference will be indicated on another question.

External Degrees
01. BS Business Administration
02. MS Business Administration
03. MBA Business Administration
04. Bachelor of Vocational Education
05. MS Computer Science
06. MS Electrical Engineering
07. MS Mechanical Engineering
08. BS Computer Science
10. BS Electrical Engineering
11. BS Mechanical Engineering
12. BA/MA Liberal Arts
13. MA Public Administration
14. BS Nursing

External Certificates/Credentials
15. School Administration
16. Mechanics
17. Environmental Engineering
18. Special Education
19. Early Childhood Education
20. Psychiatric Technician
21. LVN

First choice:_____ (8-9)

Second choice:_____ (10-11)

2. Instruction may be offered in different geographic areas. Opposite each area below indicate its suitability to you as a place for instruction. Base your answer on your present situation as regards practicality, time, present occupation, etc.

1. Not suitable
2. Suitable but not preferable
3. Preferable location

Downtown Sacramento_____ (12)
Cal State Sacramento_____ (13)
Fairfield_____ (14)
Woodland_____ (15)
Yuba City_____ (16)
Lake Tahoe Area_____ (17)
Placerville_____ (18)
Rancho Cordova_____ (19)
Rio Vista_____ (20)
Lodi_____ (21)
Stockton_____ (22)
Tracy_____ (23)
Grass Valley_____ (24)
Colusa_____ (25)
Beall AFB_____ (26)
Modesto_____ (27)

3. Please describe, specifically as possible, the kind of educational program you would like, or which would suit you best. Try to mention such things as types of courses, methods of instruction, purposes of the program, and academic or professional content.

4. Please write a title or name to the major or type of program in which you would like to enroll

_____ (28-29)

IN THE QUESTIONS BELOW PLEASE WRITE THE NUMBER OF THE ANSWER THAT BEST SUITS YOU IN THE SPACE TO THE RIGHT OF THE QUESTION

5. Below are several degree/certificate options; on the spaces provided please write the number(s) corresponding to your next immediate goal(s)

1. AA
2. BA/BS
3. MA
4. Credential
5. Certificate
6. Other:_____ (Specify)

First goal_____ (30)

Second goal_____ (31)

6. Please indicate the education or teaching credential which interests you

1. Elementary Teaching
2. Secondary Teaching
3. Early Childhood Teaching
4. Counseling/Pupil Personnel
5. Supervision
6. Junior College Teaching
7. Speech and Hearing
8. Other, specify_____
9. NONE OF THESE

_____ (32)

7. How long ago did you decide you needed additional education to fulfill your goals?

1. Have always felt the need
2. 5 or more years ago
3. 3 - 5 years ago
4. 2 - 3 years ago
5. Quite recently

_____ (33)

8. Below are listed many ways of offering instruction and obtaining college credit. Opposite each, please indicate the number which best describes your preference, using the code below:

1. Not acceptable
2. Acceptable
3. Preferable (desirable)

a. Conventional college classes-daytime _____ (34)

b. Conventional college classes-evening _____ (35)

c. Weekend seminar meeting each weekend _____ (36)

d. Weekend seminar meeting monthly or bi-monthly with home study _____ (37)

e. Educational TV _____ (38)

f. Courses by correspondence _____ (39)

g. Independent or self-reliant study _____ (40)

h. On-the-job experience _____ (41)

i. Credit by examination for learning accomplished _____ (42)

j. Credit for USAFI courses _____ (43)

9. Of the following types of locations, indicate the suitability of each as place of instruction for you.

1. Not suitable
2. Suitable, but not preferable
3. Suitable and preferable

a. Your place of work _____ (44)

b. A State College _____ (45)

c. Your community _____ (46)

10. External Degree Programs must be self-supporting. Currently, fees in the neighborhood of $35 per unit of credit are contemplated. This would mean, for example, that a 3-unit course would cost about $100.

Based upon this fee structure and your estimate of your situation, how many courses per year do you think you might find it possible to take?

_____ (47)

1. Cannot afford any at the present time.
2. Would probably take some courses, but cannot estimate how many
3. Could probably take one course ($100 per year)
4. Could probably take two courses ($200 per year)
5. Could probably take three courses ($300 per year)
6. Could probably take four courses ($400 per year)

11. Listed below are special times and days at which instruction could occur. On the basis of your present work schedule, family commitments, etc., indicate the suitability of each for you.

1. Not suitable
2. Suitable
3. Suitable and preferable

a. One Saturday a month for a semester (15 weeks) _____ (48)

b. Every Saturday for a period of 3 - 5 weeks _____ (49)

c. Only on Sunday _____ (50)

d. Saturday and Sunday for a limited number of weeks _____ (51)

e. One weekday afternoon per week for a semester _____ (52)

f. Weeknight classes 1 - 2 evenings per week _____ (53)

g. Weeknight classes 3 evenings per week _____ (54)

h. Intensive 1- or 2-week periods during summer or vacation _____ (55)

i. Regular summer session study (5- or 6-week classes) _____ (56)

12. Please indicate your evaluation of each of the instructional methods listed below:

1. Not suitable
2. I would like to explore this more
3. Suitable
4. Desirable

a. Independent study culminating with a weekend class meeting _____ (57)

b. A weekend college (Saturdays and Sundays) on a nearby campus; all required classes could be offered on weekends _____ (58)

c. An evening college with all required classes offered at night on a nearby campus _____ (59)

d. A weekend college at a campus nearer to your residence _____ (60)

e. An evening college nearer to your residence _____ (61)

f. Independent study with periodic (once monthly) meetings with your instructor _____ (62)

g. Televised instruction with periodic (once a month; several times per semester) meetings with your instructor _____ (63)

h. Credit by national or standardized examinations _____ (64)

i. A "study contract" prepared with you and your "tutor." Between 3-15 units of credit could be given in one year for a variety of learning experiences such as practical experience, self-guided study, specific projects or products developed by you, some seminar work and/or tutorial instruction. You and your tutor would agree on your educational goals, means to their accomplishment, and amount of credit to be earned. _____ (65)

j. Independent study providing 15 unit block courses during the academic year with a 2-week on-campus seminar during the summer. During the independent study period you might be asked to write some papers or communicate with your instructor by telephone or other electronic means provided by the college _____ (66)

13. Have you had business, professional, or on-the-job experience which you believe can be assessed for college credit?

1. No 2. Possibly 3. Yes

(67)

14. Would you be interested in having this experience evaluated for possible credit?

1. No 2. Possibly 3. Yes

(68)

If YES, briefly describe what it is:

15. Do you believe that through reading or other forms of self-education you already possess the kind of knowledge and skill taught in some upper division classes?

1. No 2. Possibly 3. Yes

(69)

Please describe:

16. When was the last time you were enrolled in a post-high school program (not a single course) of study leading to some definite aim?

(70)

1. None 2. 1940-50 3. 1951-55 4. 1956-60 5. 1960-65 6. 1966-70 7. 1971--

17. In what type of institution were you last enrolled?

1. Community College - day
2. Community College - night/summer
3. State College - day
4. State College - night/summer
5. Public University - day
6. Public University - night/summer
7. Private University or College
8. Technical, Professional or Business School

(71)

18. When was the last time you were enrolled in a college or university (even for only one course) ?

1. Prior to 1960 2. 1960's 3. 1970-71 4. 1971--

(72)

19. Indicate your <u>highest</u> diploma, certificate, or degree:

1. High school (or equivalent)
2. Trade certificate
3. Professional or pre-professional certificate
4. Junior college certificate
5. AA
6. BA/BS
7. MA

(73)

20. When did you obtain this diploma, certificate, or degree?

1. Prior to 1950 2. 1950-1959 3. 1960-1965 4. 1966-1970 5. 1971--

(74)

21. How much college work have you completed?

1. Less than 30 units
2. 30-60 units
3. 60-120 units
4. 120-124 units
5. 125-150 units
6. Over 150 units

(75)

22. What would be the one major reason for studying in an external degree program rather than in other on-campus programs?

1. More convenient time
2. Location of programs
3. Programs are more suitable
4. Better able to finance my education
5. Revelancy to job/work
6. Family/personal needs better met
7. Unfamiliar with other programs
8. Other:_____ (Specify)

_____ (8)

23. What is your age?

1. Less than 21
2. 21-29
3. 30-39
4. 40-49
5. 50-59
6. 60-

_____ (9)

24. Are you:

1. Male 2. Female

_____ (10)

25. Are you:

1. Single 2. Married 3. Divorced/Separated 4. Widow/Widower

_____ (11)

26. How many dependents do you presently have?

1. None 2. One 3. Two 4. Three 5. Four 6. More than 4

_____ (12)

27. Current employment status:

1. Not employed
2. Retired
3. On leave
4. Employed part-time
5. Employed full-time

_____ (13)

28. Present salary of head of household (yearly income):

1. Less than $5000
2. 5000-8000
3. 8000-10000
4. 10000-15000
5. 15000-20000
6. 20000-30000
7. Over 30000

_____ (14)

29. Which category best describes your job, or, if you are not employed, that of the head of your household?

1. Professional or semi-professional (teacher, accountant, nurse, lawyer, etc.)
2. Managerial
3. Owner of a business firm
4. Clerical or sales worker
5. Skilled or semi-skilled employee (machine operator, electrician, beautician, etc.)
6. Unskilled employee or laborer
7. Unemployed
8. None of these

_____ (15)

30. Are you presently:

1. Employed as a teacher
2. Employed as a School Administrator
3. Working in a State Agency:_____ (if yes, specify)
4. A member of the military service
5. Retired
6. Principally a homemaker/housewife
7. None of these

_____ (16)

31. Which category best describes your employer:

1. State or local government
2. Federal government
3. School district
4. Profit-making organization
5. Non-profit-making organization
6. Self-employed
7. Military Service
8. None of these

(17)

32. What is the total amount of time you would be able to spend per week on academic work (including class-time and homework):

1. 40 hours or more
2. 30-40 hours
3. 20-30 hours
4. 10-20 hours
5. 5-10 hours
6. 5 or less

(18)

33. For what reason would you be interested in studying in external degree programs?

1. Improve income
2. Promotion
3. Job requirement
4. Prepare for a new vocation/job
5. New skills/knowledge
6. Self enrichment
7. Deal more effectively with personal concerns

Main reason (19)

Second reason (20)

34. Are you presently taking college courses, or did you take any last semester?

1. No
2. Yes, State College or University, Night (or Summer)
3. Yes, Community College, Night (or Summer)
4. Yes, State College or University, Regular Session
5. Yes, Community College, Regular Session

(21)

35. In what way would you probably finance your education?

1. Grant from government or state
2. Reimbursement from employer
3. Employer will pay directly
4. Savings
5. Current income
6. Loan
7. Assistance from relatives
8. Other:_____ (Specify)

First Method (22)

Second Method (23)

36. If you wish to receive future announcements of new educational programs by mail, please write your address below. We will keep you name on our records and inform you of programs as they develop.

_____

_____

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